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ABSTRACT

The State of New York Education Department requires that school districts submit applications demonstrating their efforts to provide remedial instruction to all students in need. The program plans reported in the applications should reflect unified procedures for needs assessment, evaluation, and data analysis. The reporting procedure should ensure the maintenance of fiscal records and the integrity of accounts for auditing purposes. The development of unified and comprehensive plans will allow for the coordination of funds for remedial programs, including funds provided by the Elementary and Secondary Education Act Title I and Pupils with Special Educational Needs (PSEN). This booklet provides guidelines to school districts for use in developing comprehensive remedial plans and in completing applications for reporting remedial activities and programs. Information is included on relevant statutes and regulations. Guidelines are presented for program development and for reporting needs in the following areas: planning, personnel, programs, staff development, evaluation, records, applications, and project review and approval. Detailed instructions are provided for project application completion. (MK)

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GUIDELINES AND INSTRUCTIONS

for

THE COMPREHENSIVE DISTRICT PLAN

and

APPLICATION FOR PSEN AND ESEA TITLE I FUNDS

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SCHOOL YEAR 1980-81

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The State Education Department
Albany, New York 12234

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INTRODUCTION

School districts throughout the State have focused attention on improving student achievement in the basic skills. The statewide testing program requires that all pupils in need of assistance receive remediation through a comprehensive and well articulated program. Funds such as ESEA Title I, Pupils with Special Educational Needs (PSEN), local assistance, and other State and Federal sources available to the district should be coordinated for this purpose. The unified ESEA Title I/PSEN application is designed to allow school districts to report remedial activities and programs in a comprehensive plan.

For 1980-81 program planning, and in preparation for program approval by the State Education Department extending for three years (FY 1980-83), school districts will be expected to complete a unified application. The information reported should demonstrate the coordination and comprehensive district planning efforts to provide remedial instruction to all students in need. The plan should reflect unified procedures for needs assessment, evaluation, and data analysis. The reporting procedure should ensure the maintenance of fiscal records and the integrity of accounts for audit purposes.

Unified ESEA Title I and PSEN program plans will be subject to approval by the State Education Department. The areas of reading, writing, mathematics, bilingual and English as a second language will continue to be the program priorities for the use of ESEA Title I/PSEN funds.

JUN 2 1980

GUIDELINES FOR THE COMPREHENSIVE DISTRICT PLAN
FOR REMEDIATION AND INSTRUCTION
FOR COMPLETING THE APPLICATION

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PART I

Guidelines for Comprehensive Plan for Remediation

I. STATUTES/REGULATIONS

The unified application is designed to carry out the following statutes and regulations:

A. Commissioner's Regulations and Rules of the Board of Regents

1. Section 100.1(f)

Pupils who score below the designated Statewide Reference Point on the third grade PEP test shall be provided appropriate remedial instruction designed to enable them to score above the Statewide Reference Point on the sixth grade PEP test.

2. Section 100.1(f)

Pupils who score below the designated Statewide Reference Point on the sixth grade PEP test shall be provided appropriate remedial instruction designed to enable them to score above the Statewide Reference Point on the preliminary competency tests and/or pass the Regents Competency Test in mathematics.

3. Section 100.1

Requires notification to parents or guardians of the test scores and plans for remedial instruction for all pupils who score below the designated Statewide Reference Point on the third and sixth grade PEP tests.

4. Section 100.1

Requires that the Pupil Evaluation Program in reading and mathematics be used to identify pupils in need of special help at the third grade and then at the sixth grade.

5. Section 103.2(c)(1)

Pupils who score below the designated Statewide Reference Point on the reading and/or writing Regents Preliminary Competency Tests shall be provided appropriate remedial instruction designed to enable them to pass the Regents Competency Tests by the time they are otherwise qualified to graduate.

6. Section 103.2(c)(2)

Pupils in grades 9 or above who fail the Regents Competency Test in mathematics shall be provided appropriate remedial instruction designed to enable them to pass the Regents Competency Test in mathematics by the time they are otherwise qualified to graduate.

7. Section 103.2(c)(3)

Pupils who fail the Basic Competency Tests in reading, writing, or mathematics shall be provided appropriate remedial instruction designed to enable them to pass the Basic Competency Tests by the time they are otherwise qualified to graduate.

8. Section 103.2(a)(2)(ii)

Non-English-speaking students who are identified as eligible for alternative testing in their native languages shall be provided remedial instruction in reading, writing, and mathematics equivalent to that required in English to pass the Regents Competency Tests.

9. Section 103.2(c)(4)

This section requires that a pupil who shall be provided remedial instruction and the parent or guardian of such a pupil shall be notified in writing by the principal of the test results and the plan for remediation.

10. Section 149.2 - Definitions (PSEN)

This section defines terms such as pupils with special educational needs, educationally advantageous program, and acceptable and reasonable.

11. Section 149.5 - Annual Report (PSEN)

This section requires the submittal of an annual report to the Commissioner which includes a description of expenditures, identification procedures, number of pupils served, and pupil achievement results.

B. New York State Education Law

1. Section 3602(10)(a) - Program Approval Requirements (PSEN)

This section requires the use of PSEN aid in programs which are most educationally advantageous of pupils and requires promulgation of regulations by the Commissioner for pupil identification, expenditure reporting, and program evaluation.

2. Section 3602(10)(b) - Program Plans (PSEN)

This section requires the development of written program plans by the school district for remedial services for eligible pupils.

C. Education Amendments of 1978, Elementary, Secondary Education Act, Title I (ESEA Title I) Public Law 95-561

The scope and complexity of this Federal statute prohibits a complete listing of all applicable sections. The following sections are selected because they represent the priority sections which govern the approval of ESEA Title I progams.

1. Section 122 - Designating School Attendance Areas

This section specifies the criteria and procedures to be used in determining the designation of schools in eligible attendance areas for receipt of ESEA Title I program services.

2. Section 123 - Students To Be Served

This section specifies that funds must be used for educationally deprived students identified as having the greatest need. Pupil eligibility standards are explained.

3. Section 124 - Requirements for Design and Implementation of Programs

This section specifies general standards for assessment of educational need, program planning, size, scope, quality, coordination with other programs, evaluation, information dissemination, teacher and school board participation, parent participation, sustaining gains, training of education aides, and joint programs.

4. Section 125 - Parental Involvement

This section specifies the criteria for the development of parent advisory councils and the general responsibilities of such councils.

5. Section 126 - Funds Allocation

This section specifies the basic standards for the use of Federal Title I funds in relation to maintenance of effort, excess costs, supplement not supplant, comparability, and the relationship to special State and local programs such as PSEN.

6. Section 128 - Complaint Resolution

This section stipulates that each local educational agency shall establish written complaint procedures. Minimum criteria are listed.

7. Section 130 - Participation of Children Enrolled in Private Schools

This section specifies the standards and expectations of program services to eligible pupils enrolled in nonpublic schools. Equity of procedures and services is emphasized.

8. Section 134 - Noninstructional Duties

This section provides for staff fully salaried from ESEA Title I to be assigned certain noninstructional duties in the same proportion of total time as other similarly situated personnel at the same school site not to exceed 10% of their time.

Other parts of the statute are also pertinent. Many sections are interrelated and cross-referenced in the statutory language. Careful review and analysis of the sections for interpretation should be undertaken.

Two major differences exist in the use of the authority specified in statutory/regulatory language:

First is the supplemental nature of ESEA Title I.

- No pupil may be denied services that would be provided in the absence of ESEA Title I funds. The school district must provide to every child free and appropriate education supported by local and state funds. ESEA Title I funds may then be used to provide services which supplement those provided through local and state funds.

Second, there are different eligibility criteria of schools and pupils to receive services.

- PSEN funds must be equitably allocated across all buildings in a school district which enroll pupils eligible for remediation.

- ESEA Title I funds may be expended for services provided only in schools in eligible Title I attendance areas.

- Regents regulations require remediation until the student passes the appropriate State test. PSEN supported remedial programs specify a similar objective. On the other hand, ESEA Title I stipulates that eligible pupils receive remediation until such time as they have achieved at a level of their capability or until they are achieving at grade level equal to their peers.

District personnel responsible for the planning and implementation of remedial programs should be knowledgeable about the aforementioned statutes and regulations including other statutes and regulations such as the following which influence districtwide program planning:

1. Civil Rights Act of 1964
2. Freedom of Information Act
3. Rights to Privacy Act
4. New York State Municipal Code
5. Education Division General Administrative Regulations (EDGAR)
6. Teacher Certification/Licensing Regulations
7. Length of the School Day
8. Minimum Requirements for Schools

II UNIFIED APPLICATION FOR COMPENSATORY EDUCATION

The unified application is designed to solicit responses from school districts consistent with statutory/regulatory requirements. It also serves as a guide to school districts for planning programs. School districts should develop comprehensive procedures to implement integrated remedial programs.

Each of the following topics should assist the school districts in developing programs in keeping with the criteria to be used by the State Education Department staff in reviewing and approving program applications.

A. Planning

1. Each building should have a planning committee. The membership of the planning committee should include the principal, teachers, parents, other administrators, nonpublic school representatives, and other appropriate personnel. The committee should have responsibilities for planning and evaluating the programs.

2. A districtwide planning committee should also be organized with membership from each building planning committee.

3. Planning should reflect procedures to:

   a. Identify pupil needs and rank needs by priority.

   b. Identify training needs of staff and parents.

   c. Identify and select eligible public and nonpublic school pupils in need of assistance.

   d. Develop measurable objectives and specific activities to meet the needs identified in each component.

   e. Specify summative and formative evaluation procedures which include feedback to appropriate parties in order to improve the program on a regular basis.

4. Indicate how local, ESEA Title I, and PSEN resources formulate a comprehensive and coordinated plan to address the needs.

B. Professional/Paraprofessional Personnel

Professional and paraprofessional personnel employed by school districts assigned to the remedial programs are expected to possess certificates/licenses which authorize employment and continued employment. At the elementary school level certification in common branch and/or reading is required. A certificate of continuing eligibility in reading may be applicable. In the secondary schools certification in reading, English or mathematics is required. The specific certification required is dependent upon the grade level assignment and remedial curriculum area.

Bilingual remedial programs in New York City and Buffalo require bilingual licensed teachers in appropriate areas of instruction. In New York City, English as a Second Language (ESL) program staff are required to possess an ESL license.

In bilingual and ESL programs, the staff should be fluent in English and the pupil's native language, have appropriate courses in an approved postsecondary training program, and hold appropriate certification.

Paraprofessional personnel may be employed to assist certified teachers in carrying out duties and responsibilities consistent with the objectives of the proposed program. Only those paraprofessionals holding appropriate State certification as teaching assistants may assist teachers and pupils in activities for the reinforcement of instruction.

Administrative, management, and supervisory staff credentials should be consistent with appropriate certification/licensing requirements reflecting their duties and responsibilities.

Staff supervision should be performed by supervisors who possess certification in the curriculum area being remediated. Supervisory responsibilities should be clearly defined and assigned to a staff member who has the required expertise to manage the program.

C. Programs

1. Compensatory instruction should be provided within the classroom through tutorial or specialized instruction or through tutorial or small group instruction outside the classroom setting.

2. Whether services are provided in the regular classroom or in resource rooms or learning laboratories outside the regular classroom, specify:

   a. How the resource teacher and the regular classroom teacher coordinate instructional services.

   b. The time scheduled for the compensatory educational personnel and the regular classroom staff to plan and confer on pupil achievement.

   c. How parents are informed of student's performance.

3. Methods and materials should supplement and reinforce those used in the basic program.

4. Instruction should be based on the student's needs diagnosed through an approved system of formal and informal testing.

5. Diagnostic data, including test results and informal evaluations, and a program prescription should be maintained for each student.

6. Individual records with entries by both regular and remedial teachers need to be maintained for each student. The individual records should be available to both regular and remedial teachers. In addition to a diagnostic profile and the rationale for the material/method selection, the records should include information such as:

   a. Specific learning objectives for the student.

b. Listing of materials and activities in use.

c. Evidence of student's progress.

d. Results of pre- and posttests.

e. Evidence that the student's remedial programs are part of comprehensive instructional package.

7. Summer School Programs

Summer school programs should be planned as an integral part of a regular school year program. The summer program may precede the regular school year or follow it. The summer school program may be designed to maintain pupil gains achieved during the school year and may also provide for new curriculum and remedial activities for some pupils with particularly complex basic skills needs.

8. Building Level Focus

Research demonstrates that improved pupil achievement occurs consistent with the degree of participation by building principals and teachers in the development, implementation, and evaluation of remedial programs in their building. Although the application reflects information in the district aggregate, it is expected that the same information is available in each building and that the principal and staff are fully knowledgeable of the remedial program objectives, instructional methodology, and delivery system. It is expected that they be involved in the decisions concerning the program in their building. The principal must also exercise administrative and management responsibilities to assure that remedial instruction is an integral component of the total school curriculum.

Monitoring of these programs by the State Education Department staff will focus on individual building activities and implementation.

In the project narrative the names of the school buildings that will implement all or part of the program as described should be listed.

D. Staff Development/Training

1. Inservice training of professional and paraprofessional staff, should be given in areas which include but are not limited to:

a. Understanding the goals of the program.

b. Diagnostic/prescriptive procedures (methods of formulating measurable objectives and learning activities).

c. Grouping for instruction.

d. Specific techniques for remediation including instructional strategies and methods.

e. Record keeping and preparing student profiles.

f. Use of resource materials.

g. Articulation procedures between compensatory personnel and classroom teachers.

h. Effective use of paraprofessional staff.

i. Methods of working with parents.

j. Methods of teaching students to study.

k. Training of content area teachers to teach basic skills through the content areas.

2. A comprehensive and continuing inservice training program for members of parent advisory councils should be planned to assist them in carrying out their responsibilities.

3. The professional and the paraprofessional team should particpate in the training together.

4. Planning for inservice training should involve teachers, parents, paraprofessionals, and others.

E. Evaluation

A sound instructional management program should have ongoing evaluation procedures which assess the degree to which project goals are being achieved. Such procedures should identify areas which need strengthening or revision, help monitor the educational progress of each pupil, and serve as an aid to the individualization of instruction. The following recommendations should be used as part of an evaluation plan to assess project success in fostering pupil progress:

1. Project objectives should be stated in behavioral or measurable terms.
2. Project objectives should describe how much the project's services or activities will improve students' performance.
3. Project objectives should indicate how much change constitutes improvement.
4. Performance criteria to verify that change has taken place should be stated.
5. Where pupils receive other similar services, a single comprehensive evaluation design across all such programs should be used.
6. Data collection procedures should be specified.
7. All program participants must be tested.
8. Reporting data on individual students should be included.
9. Testing instruments from the approved list which is found in the application materials should be used.
10. Norm-referenced tests with norms developed more than eight years ago require SED prior approval.
11. When using a norm-referenced test, the level of the test administered to a pupil should correspond to the pupil's level of performance and not necessarily to the pupil's grade or age level. (Out-of-level testing)
12. Each participant must be tested at least once annually or, where necessary because of choice of model, twice annually.
13. When testing takes place only once a year (Federal Model C), the test should be administered during the months of May or June.
14. When testing takes place twice a year (Federal Model A), the pretest should not be administered prior to September or later than the end of October. For the posttest, item 13 above applies.
15. A norm-referenced test with norms not established in the month in which it is to be used is unacceptable for program evaluation.

16. Dates of pretest and posttest administration should be specified.

17. For short duration programs, particularly those which provide less than 60 hours of instruction per pupil, a criterion-referenced test should be used.

18. A request to use unpublished instruments should be accompanied by statistical evidence including instrument reliability and validity indices.

19. The form(s), level(s), and publication date(s) for standardized instruments should be specified.

20. Subtests for reading and/or mathematics should be specified.

21. The pretests and posttests must be compatible test instruments.

22. When a readiness instrument is used as a pretest, an achievement instrument cannot be used as a posttest. Rather, a readiness instrument should be used as both a pretest and posttest measure. The same principle is applied to achievement test usage.

23. Both raw scores and percentiles are needed for reporting norm-referenced tests.

24. Acceptable plans for the evalution of objectives should be included.

25. A plan for data analysis should be provided.

For further information, please contact the Bureau of School and Categorical Programs Evaluation, (518) 474-7277.

F. Records

All information reported in the application is subject to verification by school, State, and Federal program officials. Written records, including raw data, should be maintained at the building level and district level for use by officials when requested. All records including information resulting in Federal aid payments should be maintained in a safe environment for a minimum of five years. State records should be retained in a safe environment for a minimum of seven years, nine months.

Individual records with entries by both regular and remedial teachers and other appropriate staff should be maintained for each student. The individual records should be available to both regular and remedial teachers as well as other officials. In addition to a diagnostic profile and the rationale for the material/method selected, the records should include:

1. Specific learning objectives for the student.
2. Listing of materials and activities in use.
3. Evidence of student's progress.
4. Results of pre- and posttests.
5. Evidence that the student's remedial programs are part of a comprehensive instructional package.
6. Other information considered relevant by teachers.

G. General Application

For fiscal year 1980 each superintendent of schools in each school district submitted a signed General Application to the State Education Department. The General Application is the district certification that Federal programs will be implemented and operated consistent with all Federal statutes and regulations concerning topics such as programs, employment practices, civil rights, privacy, and information.

H. Project Review and Approval

1. Review Process

- Proposed projects are to be mailed to the appropriate regional office for processing, review, and approval.

- At least one copy will be sent by the regional office for review and approval to each of the following Department Bureaus:

  Mathematics
  Reading
  English (writing)
  Bilingual Education
  Evaluation

  Other copies will be sent to selected bureaus involved in special studies, have a special purpose, or have expertise in selected education areas noted in the application.

- Project approval for both ESEA Title I and PSEN funded activities will be granted after the staff of the Department's units for mathematics, reading, English, bilingual education, evaluation, and other selected units have agreed that the project is consistent with appropriate statute, regulations, guidelines, and policies. A single notice of approval will be granted. Contingency or partial approvals will not be granted. A notice of approval may contain comments. School district staff should communicate with the appropriate Department unit to resolve any concerns.

- Project approval may be rescinded if there is evidence that the project has not been implemented whole or in part or is not in compliance with the conditions of approval or a statute or regulation.

2. Number of Copies of the Application

Twelve (12) complete copies of the application, in approvable form, must be submitted. At least one copy must have the original signature of the superintendent of schools.

Approvable form means that the application:

- Contains all of the required parts.

- Responses have been provided to all information requested.
- Appropriate signatures are provided.
- The programs are consistent with priorities and conform to statutes, regulations and guidelines.

3. Submittal Date

School districts may submit completed applications any time after April 1. It is the intent of the Department to grant approval to projects submitted early and in approvable form by June 30. Projects should be submitted to the appropriate regional office at least six weeks before the intended date of implementation of the projects in the school district.

4. Funds Allocation and Entitlement

School districts are encouraged to submit their project proposal as early as possible. Districts may not have confirmed reports of the total ESEA Title I allocation or PSEN entitlement at the time of project submittal. Therefore, proposed project expenditures should be based on the previous year's allocation and entitlement. For the majority of school districts, projects should not be submitted which encumber Title I funds below 90% of the previous year's allocation plus carryover. PSEN funds should be budgeted at the level of the previous year.

5. Amendments/Modifications

Following receipt of the notice of ESEA Title I allocation, school districts should immediately submit a budget amendment which encumbers at least 90% of the final allocation plus carryover. An explanation for budgeting below 90% should be provided to the Department for approval.

A program modification should be provided to the Department for approval if final budgeting result in changes in the approved program including but not limited to the following: program priority, number and grade of participants, number of staff, evalution design, number and type of instructional supplies and equipment, inservice training and parent involvement.

I. Miscellaneous Guidelines

- For those students not present at the time of regular test administration, or for whom, for any other reason, data do not exist on which to make a determination of eligibility for remediation, an acceptable standardized test should be administered.
- Where bilingual instruction is provided, there should be evidence of participation by non-English-speaking parents, and evidence that notices sent to parents are in their native language.

- The full caseload for each full-time teacher paid from ESEA Title I or PSEN funds should not exceed 50 students. In special circumstances, where innovative programs are proposed, other staffing patterns will be considered for approval.

- Instruction should be based on the student's needs diagnosed through an approved system of formal and informal testing.

- Remedial instruction should be intensive and consistent with the goals of the student's general educational program.

- Remedial methods and materials should supplement and reinforce those used in the basic program.

- Although some pupils may receive remedial instruction from similar program sources, a single comprehensive evaluation system across the programs should be designed.

- Diagnostic data including test results and informal evaluations and remedial prescriptions should be maintained for each pupil.

- Inservice training programs need to be planned and implemented for all project staff and elected members of advisory committees.

- All appropriate staff in buildings with comprehensive remedial instruction programs should participate in planned inservice education programs.

- All program activities including equipment, materials, and supplies are the sole responsibility of the public agency. Public school programs supported by ESEA Title I funds should be extended to eligible pupils enrolled in nonpublic schools.

- Based on the number of pupils served and their special educational needs, per pupil expenditures for program services in nonpublic schools shall be equal to per pupil expenditures in public schools.

- All staff employed in remedial programs, regardless of source of funds for salary, have conditions of employment the same as other staff employed in a similar situation.

J. References

In addition to the information in this booklet, you are referred to the following documents for specific details:

- Education Amendments of 1978. Public Law 95-561, November 1, 1978.

- The University of the State of New York. The State Education Department. Albany, New York 12234:

  -- Minimum Requirements for Schools in New York State

— New York State Preliminary Competency Test in Reading: Degrees of Reading Power - Manual for Administrators and Teachers. 1979.

— New York State Preliminary Competency Test in Writing: Manual for Administrators and Teachers. 1978.

— New York State Pupil Evaluation Program: School Administrator's Manual. June 1978.

— The Regents Competency Testing Program: Competency Testing, Remedial Instruction and High School Credentials - Regulations and Procedures. March 1979.

— The Regents Competency Testing Program. Memorandum from the Deputy Commissioner of Elementary, Secondary, and Continuing Education. August 1978.

SPECIFIC GUIDELINES FOR PRIORITY AREAS

The following should guide you in developing programs in reading, writing, mathematics, and bilingual education.

A. Reading

1. Small groups for corrective reading should be composed of no more than eight students.

2. Whether in the classroom or in another setting, supplementary instruction should be provided for at least 30 minutes no less than three times a week.

3. Instructional materials and methods appropriate for each student should be based on the diagnostic data. Selections should be determined by the student's:

   a. Instructional reading level.

   b. Accuracy in word recognition at that level (recommended 90 percent accuracy).

   c. Comprehension of content at that level (recommended 75 percent accuracy).

   d. Specific skills, strengths, and weaknesses at that level of instruction, i.e., ability to visualize situations, summarize content, draw conclusions, relate the concepts to those already known and the use of study skills.

   e. Interest in content.

   f. Ability to finish the assignment within reasonable time and to cope with the material.

4. ESEA Title I and PSEN funded teachers of reading must be certified in reading or hold a certificate of continuing eligibility as reading teachers.

5. Regular classroom and supplementary instruction should be complementary and constitute a consistent, comprehensive approach to the teaching of reading.

B. Writing

Eligible students are those who fail to achieve the Statewide reference point on State mandated tests. Where no test scores are available, a districtwide uniform system based on other test scores, teacher judgement, history of classroom performance, and other predictors of students' probable success on a Statewide test, are to be used.

The first step toward achieving maximum quality in writing programs is defining writing as a process. Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and/or longer units of discourse.

The process requires the writer to cope with a number of variables: method of development (narrating, explaining, describing, and persuading); tone (from very personal to quite formal); form (from a limerick to a formal letter to a long research report); purpose (from discovering and expressing personal feelings and values to conducting the impersonal business of everyday life); possible audiences (oneself, classmates, a teacher, the world). Learning to write well involves developing increasing skill and sensitivity in selecting from and combining the aforementioned variables to shape particular messages. It also involves learning to conform to conventions of the printed language appropriate to the age of the writer and to the form, purpose, and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping an individual's perception of the world and that person's relationships to people and things. Writing serves the public and personal needs of students, and it demands the attention of all teachers.

The following guidelines should be used in developing a remedial writing program. Not all aspects apply to all students. Care should be taken to develop a program that responds to the needs of students.

1. There should be evidence that knowledge of current theory and research in writing has been sought and applied in developing the writing program.

2. Whether in the regular classroom or another setting, the elementary pupil should receive remedial instruction in writing at least three times a week for periods of at least 40 minutes each time.

3. The secondary pupil should receive remedial instruction in writing at least three times a week for periods of at least 40 minutes. Time should be allowed (where appropriate) for long-term writing assignments. Time should be shared in a comprehensive mode with other language arts remedial programs.

4. Remedial writing groups should be composed of no more than eight students. Students should be subgrouped according to their needs.

5. The development of writing skills should be based on complete pieces of writing in all modes of discourse (poems, stories, notes, summaries, letters, reports, journals, dramatic scripts, all types of essays).

6. Teachers should evaluate the writing of students on an individual basis, by commenting specifically on each writing assignment and by assigning a rating when practical.

7. Instructional materials and methods appropriate for each student are to be based on diagnostic data and should include emphasis on clarity, content, spelling, mechanics, and usage as integral parts of a writing assignment.

8. The following individual records should be maintained for each remedial writing student. In addition to a diagnostic profile, records should include:

   a. Representative assignments of various discourse modes written by the student, with the teacher's evaluation.

b. Assignments written which demonstrate that a student has mastered a particular discourse mode.

c. A sample of each type of assignment given to a student during the program.

d. A description of materials and activities included in the program.

9. The programs should meet the following instructional objectives:

a. Remedial instruction should be devoted to all aspects of the writing process: class discussion and other ways of preparing students to know what they are going to write about; writing the first draft; revising the first draft; and editing for omitted words, misspellings, and other errors.

b. Instruction should include (a) developing and expressing ideas and (b) using the conventions of edited American English.

c. Depending on the student's needs, writing should involve a variety of forms such as essays, notes, summaries, poems, letters, stories, reports, scripts, and journals.

d. Students should write for a variety of audiences, including themselves, classmates, teachers, and the community, so that they may learn to vary their approach according to their audience.

e. Students should develop facility in dealing with the conventions of edited American English, with primary emphasis on such supportive skills as spelling, handwriting, punctuation, and grammatical usage as an integral part of the total writing process.

C. Mathematics

In planning and designing a remedial mathematics program, the following guidelines should be used:

1. For each work session, there should be a maximum of eight pupils. If the program is designed to use hardware, such as computer-assisted instruction, a larger group is permissible with State Education Department approval.

2. Whether in the regular classroom or another setting, the elementary pupil should have remedial instruction at least three times per week, with a minimum of 30 minutes per session. At the secondary level, remedial instruction should be scheduled for at least 90 minutes per week.

3. Instructional materials and methods for each student should be based on diagnostic evaluation and should include audio, visual, and manipulative materials in support of paper and pencil activities.

4. Remedial mathematics instruction should provide a balanced, comprehensive program including development of skills in computation, concepts, and problem solving.

D. Bilingual Education and English as a Second Language (ESL) Programs

Students of "limited English proficiency" are those individuals whose native language is a language other than English or who come from environments where a language other than English is dominant, and who have difficulty in speaking, reading, writing, or understanding the English language, which prevents them from succeeding in classrooms where the language of instruction is exclusively English.

Bilingual programs, designed for students of limited English proficiency, use two languages, the student's native language and English, as mediums of instruction. English and Native language remediation in reading, writing, mathematics, and intensive English as a Second Language instruction may be funded from ESEA Title I and/or PSEN. Other aspects of bilingual education must be funded from other sources.

1. The level of instruction within the programs should vary according to the instructional needs of students of limited English proficiency. Three factors should be considered in program development.

   a. Age of student should be considered in determining grade placement and appropriate level of instructional materials and activities.

   b. General level of language achievement, based on prior experience with both native and English languages, should be considered.

   c. Level of English proficiency, as measured by a standardized test of oral production, aural understanding, reading, and writing, should also be considered.

2. The following three levels can serve as a guide to program design for varying levels of proficiency among eligible students:

   a. The first level includes students who have little or no English proficiency, generally those who score at or below 23 NCE on tests of English proficiency. At the elementary level, the program for these students should include bilingual instruction, i.e., English and native language, in language arts and instruction in other content areas in either English or native language, as appropriate, based on language proficiency. At the secondary level, the program should include intensive instruction in English as a Second Language and instruction in other content areas in either English or native language, as appropriate. Only the remedial and ESL aspects of the program may be funded through ESEA Title I and/or PSEN.

   b. The second level generally includes those students who score above the 23 NCE but below 35 NCE on tests of English proficiency. Programs for these students are similar to those described above but should include remedial/supplementary instruction in the priority areas of reading, writing, and mathematics for those students who score consistently below 35 NCE in these areas. Only the remedial and ESL aspects of the program may be funded through ESEA Title I and/or PSEN.

c. The third level is designed for maintenance of gains, and generally includes students who are approaching a higher degree of English language proficiency and who score on tests of English Language Proficiency below 50 NCE. Programs for these students should include instruction in English in the priority areas of reading, writing, and mathematics, with supplementary tutorial use of native language instruction as necessary for comprehension of the subject matter involved. Instruction in English as a Second Language should be continued. Only the remedial and ESL aspects of the program may be funded through ESEA Title I and/or PSEN.

3. Whether in the regular classroom or another instructional setting, reading, writing, and/or mathematics instruction in the native language (depending on the student's needs) should be given for a minimum of five 30-minute periods a week.

4. Whether in the regular classroom or another setting, ESL instruction should be given for a minimum of five 30-minute periods a week.

5. Instructional materials should be in the appropriate language of instruction.

6. Native language instruction should be evaluated by a test in the native language. English language instruction should be measured by an ESL test.

7. Evidence should be provided that the instructional staff assigned to teach in the native language has native language fluency and those assigned to teach ESL are fluent in English and trained to teach ESL.

8. Until State certification for bilingual education and English as a Second Language is developed, only professionals certified in appropriate disciplines and proficient in both English and the child's language should provide instruction. In New York City and Buffalo, appropriate licenses must be held.

9. ESEA Title I and PSEN inservice training should include bilingual/ESL staff development where appropriate.

10. Program objectives should be stated for the specific language and discipline involved.

11. All notifications to parents of limited English proficiency must be provided in the parent's native language.

12. Completed applications (one with original signature) should be submitted to the regional offices listed below. If you require assistance, please contact the appropriate unit.

IV. Programs for Institutionalized Neglected and Delinquent Children:

New York State Education Department
Unit for Neglected and Delinquent Children
Division of Education Opportunity Programs
Room 883 EBA
Albany, New York 12234
Telephone: 518: 474-1112

New York City:

New York State Education Department
Bureau of Education Opportunity Programs
Room 5001
Two World Trade Center
New York, New York 10047
Telephone: 212: 488-6619

Region I - Western (Buffalo):

New York State Education Department
Bureau of Education Opportunity Programs
BOCES Service Center
2 Pleasant Avenue West
Lancaster, New York 14086
Telephone: 716: 681-0100

Region II - Central (Syracuse):

New York State Education Department
Bureau of Education Opportunity Programs
Tecumseh Elementary School
Nottingham and Waring Roads
Jamesville, New York 13078
Telephone: 315: 446-1323

Region III - Eastern (Albany):

New York State Education Department
Bureau of Education Opportunity Programs
Room 9C71
Cultural Education Center, Empire State Plaza
Albany, New York 12230
Telephone: 518: 474-3535

Region IV - Southern (Westbury):

New York State Education Department
Bureau of Education Opportunity Programs
Salisbury Center
Valentines Road and The Plain Road
Westbury, New York 11590
Telephone: 516: 997-8700, Ext. 212

For assistance in the subject areas, please contact:

New York State Education Department
Bureau of Reading Education, Room 660 EBA
Albany, New York 12234
Telephone: 518: 474-5029

New York State Education Department
Bureau of Mathematics Education, Room 306 EBA
Albany, New York 12234
Telephone: 518: 474-5931

New York State Education Department
Bureau of English Education (Writing)
Room 306 EBA
Albany, New York 12234
Telephone: 518: 474-5608

New York State Education Department
Bureau of Bilingual Education
Albany Regional Office
Room 308 EB
Albany, New York 12234
Telephone: 518: 474-8775

Buffalo Bilingual Education Regional Office
Erie County BOCES
2 Pleasant Avenue, West
Lancaster, New York 14086
Telephone: 716: 686-2087

Long Island Bilingual Education Regional Office
Nassau County BOCES
Salisbury Center
Valentine's Road and The Plain Road
Westbury, New York 11590
Telephone: 516: 997-8700 ext. 370

New York City Bilingual Education Regional Office
Two World Trade Center - Room 5040
New York, New York 10047
Telephone: 212: 448-7294

New York State Education Department
Bureau of School and Categorical
Programs Evaluation, Room 485 EBA
Albany, New York 12234
Telephone: 518: 474-7277

PART II

Instructions for Completing The Project Application

BASIC DATA INSTRUCTIONS

NOTE: Pages 1, 2, and 3 have items which are common to many other funded programs administered by the SED. Therefore, certain questions may have either limited applicability or may be nonapplicable. (See specific instructions for each page.)

Page 1

1. This shaded area is for Department use only. Do not fill in any information in the shaded area.

2. Project Title: Enter a brief title of your project.

3, 4 & 5 Complete all information as required. Be sure chief school officer signs on Line 5 of item 3, attesting to the accuracy and completeness of the contents.

Page 2

NOTE: At the top of this page and all subsequent pages, enter the district's B.E.D.S. code.

6. Preprinted

7. Enter the total of ESEA Title I and PSEN funds to be budgeted for this project. Round off to the nearest whole dollar. Do not use decimals.

8. Not applicable.

9. Self-explanatory. Needs Assessment should be done annually. Use the most recent available data as a projection of estimated needs.

10. Self-explanatory. If yes, explain under the section on administration in the narrative.

11. Count all separate sites in which project activities, funded from all sources, will take place including those buildings owned or rented by the LEA, nonpublic schools, jails and institutions.

12. Enter the unduplicated number of students who will receive services in this project. THIS TOTAL MUST BE THE SUM OF PAGES 6, 7, and 8.

13. Include only professional staff to be paid from ESEA Title I or PSEN funds. Do not include teaching assistants, other paraprofessionals, maintenance staff, clerical staff, etc. Each professional staff member should be counted as one (1) whether full or part time.

14. Enter, for each of the school years indicated, the per pupil expenditure from all funds except those from Federal sources or exempted by Federal law. Any reduction in per pupil expenditure from School Year 1978-79 to

School Year 1979-80 may result in the loss of ESEA Title I funds if it exceeds 2%.

Page 3

15. Self-explanatory

16. The only applicable boxes are Disadvantaged and Handicapped. PSEN and ESEA Title I funds may not be used to provide Special Education but may be used to provide remedial and bilingual education to eligible students who may also be receiving Special Education.

17. Self-explanatory. If yes, explain in narrative.

18 a. It is possible that, at the time of the writing of this project, familiarization with USOE Evaluation Models will not be sufficiently advanced to enable you to choose one of these models. If this is the case, please call the Bureau of School and Categorical Programs Evaluation for assistance (518) 474-5076.

18 b. Self-explanatory.

18 c. Use the unduplicated count of ESEA Title I eligible students as found in the application on page 6 for public school students, on page 7 for nonpublic school students, and page 8 for students in jails and institutions, and the budget totals in the first three columns on page 27 to compute an ESEA Title I per pupil cost for each category of student. For public and non-public school students the per pupil expenditures should be equal.

Page 4

19. This shaded area is for Department use only. Make no entries in this section.

20. Except for New York City Central Board, each LEA or CSD should submit only one application for the full amount of ESEA Title I/PSEN allocated or apportioned funds to be expended in this year. The entries for this item should reflect this. Right justify all figures, which means that, the last digit must be in the box on the extreme right.

1. ESEA I funds

   A. Current year 1980-81: Enter the projected amount of the total ESEA Title I 1980-81 allocation.

   B. Carryover Funds: Enter the total amount of any carryover funds available.

2. PSEN funds

   Enter the total projected amount of the PSEN apportionment for 1980-81.

3. Enter the projected total of local tax levy, General State Aid and private grant funds supporting this project. These will be reported separately in the project-application budget.

4. Enter the projected total of any other Federal funds supporting this project.

5. Enter the projected total budget (lines 3, 4, and 5).

21. The district poverty percentage is the total number of resident children (age 5-17) from low income families divided by the total number of children, age (5-17) residing in the applicant's school district expressed as a percent calculated to two decimal places.

22. Special Instructions

The information requested in this item is required by the Federal Government on an annual basis. Please use care in filling out this section.

Enter in each of the four enrollment columns the exact number of children, age 5-17, who fit the characteristics to the left. For example: on line 1., In This School District, enter in the correct columns, the number of all children age 5-17 years, who live in the school district and who are enrolled in Public Schools, Nonpublic Schools, Institution Schools, or Not Enrolled in Any Schools.

Line 1.a. is for those children who reside in designated poverty areas.

Line 1.b. is to be used only if your district contains a local institution for the neglected and delinquent.

NOTE: Line 2., State Institutions, is not to be used except by State agencies.

Page 5 - item 23.A.

Prior to completing this page, calculate individual public school attendance area poverty percentages (Low Income Percentage of the Attendance Area) to two decimal places using the following formula:

$$\text{Attendance Area Poverty Percentage} = \frac{\text{Number of low income children (5-17) residing in attendance area}}{\text{Total number of all children (5-17) residing in attendance area.}} \times 100$$

The purpose of this section of the application is to enable the LEA to examine, in sequence, the various options for designating attendance areas/schools, as ones in which ESEA Title I funds will be available. Also, to examine the various options with the aim of providing the widest spread of services to eligible students in keeping with both the Regents' remediation requirements for all students not achieving the Statewide reference point on State mandated tests, or who are predicted will not do so, and at the same time observe the requirements of Federal law and regulations.

Before completing the ranking process, districts should keep in mind that they have the option of grouping area/schools, as follows:

An LEA may make the required determinations for all of its areas or schools in the district as one group or by areas or schools that have been grouped according

to grade spans, such as kindergarten through grade 6, grades 7 through 9, and grades 10 through 12. However, an LEA may not use more grade spans for this purpose than it would be permitted to use in determining the comparability of its project schools. For each group an average poverty percentage is then calculated. Schools within that group at or above that poverty percentage are then eligible. If any group has only one school, that school is eligible. This procedure may make it possible to designate more of the district's schools as eligible.

If the grouping option is used, list each group separately. Begin the listing by naming the group, such as, Elementary, Middle Grades, High School, etc. Enter this name in column (1). Leave column (2) blank. Enter the group's average poverty percentage in column (3). Leave the rest of the columns blank. Then go on to list the schools in that group in descending order. Skip a line before beginning the next group.

Whether the district uses a single group listing, or uses a multiple group listing, the decisions to be indicated by check marks in columns (4) through (13) still apply.

Districts, as they go through the "option" steps, also need to keep in mind: if some areas or schools are selected on a percentage basis and some on a numerical basis, the total number of areas or schools to be served may not exceed the number of eligible areas or schools that could be served if only one basis had been used to select them.

Col. 1. List the name of each public school in descending order according to its attendance area poverty percentage. The poverty percentage is to be entered in column 3.

Col. 2. Enter, for each building, the twelve-digit school code, as assigned by the State. See list of building codes attached. Use same building code from this list wherever building codes are asked for on subsequent pages.

Col. 3. Enter each attendance area poverty percentage (Low Income Percentage).

NOTE: No more than one check mark should appear across columns 4 through 13 for each building. Columns 4 through 11 are to be used to indicate the basis on which areas or buildings are designated as ESEA Title I areas or buildings. If there are to be no ESEA Title I services, place no checks in columns 4 through 11, but do place a check (✓) in Column 12, 13, and/or 14, as appropriate.

Col. 4. ELIGIBLE ATTENDANCE AREA

Percentage Basis. An attendance area is eligible if its percentage of low-income children is at least equal to the percentage for the district or the group, as a whole. Indicate attendance areas so designated by placing a check (✓) in column 4.

Col. 5. ELIGIBLE ATTENDANCE AREA

Percentage Basis (25%). An attendance area is eligible if its percentage of low-income children is at least 25 percent. This option can be used only if the LEA's combined expenditure of Title I, local, and State compensatory education funds, per child, for instructional services in each attendance

area that is currently eligible - and was designated in the preceding year - will be at least equal to the amounts expended in the preceding year. Indicate those so designated with a check ✓ in column 5.

Col. 6. ELIGIBLE ATTENDANCE AREA

No-wide Variance. All of the attendance areas in a district, or group, are eligible if the difference in the percentage of children from low-income families between the areas with the highest and lowest concentration is not more than one-third of the districtwide, or groupwide, percentage. Indicate those so designated with a check ✓ in column 6.

Col. 7. ELIGIBLE ATTENDANCE AREA

Numerical Basis. An attendance area is eligible for a project if the number of children in that area from low-income families is at least equal to the average number of those children per attendance area for the district, or group, as a whole. Indicate those so designated with a check ✓ in column 7.

Col. 8. ELIGIBLE SCHOOLS

Percentage Basis. If an area is not eligible for a project but the percentage of low income children in average daily attendance at the school serving that area is at least equal to the percentage required for designation as an Eligible Attendance Area on a percentage basis (as per instructions for Col. 4.) the LEA may designate that school for ESEA Title I funding. Indicate those so designated with a check ✓ in Col. 8.

Col. 9. ELIGIBLE SCHOOL.

Numerical Basis. If an area is not eligible for a project but the number of low-income children in average daily attendance at the school serving that area is at least equal to the number required for designation as an Eligible Attendance Area on a numerical basis (as per instructions for Column 5) the LEA may designate that school for ESEA Title I funding. Indicate those so designated with a check ✓ in Column 9.

Col. 10 ELIGIBLE PROJECT AREAS OR SCHOOLS

Educational Deprivation Basis. An attendance area or school may be designated as eligible if, the LEA demonstrates that an area or school with a lower incidence of children from low-income families has a substantially higher incidence of educational deprivation than a higher ranked area designated as eligible under the provisions outlined for Columns 4-9 and then, only if the LEA in its application demonstrates that the percentage or number of educationally deprived children is at least 1.2 times the percentage or number of educationally deprived children in the area or school that would otherwise be designated for funding.

Only with the consent of the district advisory council and the approval of the SED, as required by section 122(a) of Title I, may an LEA designate for ESEA Title I funding an area or school that does not meet the requirements of low income percentage (as per instructions for Columns 4 through 9).

The SED shall not, however, approve the designation of that area or school for a project if it finds that the number of children from low-income families in all of the areas designated for projects is decreased by more than 10 percent by the substitution of that area or school for the area or school that would otherwise be designated for ESEA Title I funding.

Indicate those so designated with a check ( ) in Column 10.

IF THERE ARE ANY CHECKS IN COLUMN 10, BE SURE TO OBTAIN THE SIGNATURE OF THE PRESIDENT OF THE DISTRICT ADVISORY COUNCIL.

Col. 11. ELIGIBLE AREAS AND SCHOOLS PREVIOUSLY DESIGNATED FOR PROJECTS

An LEA may, except as provided in the instructions for Column 10, with respect to the 10% decrease factors, designate an area or school that does not meet the requirements of low-income percentage, as per instruction for Columns 4 thru 9, if that area or school was eligible and designated for a project in either of the two preceding years.

The LEA may not designate an area that has substantially changed or a school whose child population has substantially changed since the year the area or school was designated for a project. Indicate those so designated with a check ( ) in Col. 11.

NOTE: If the public school or the public school and its attendance area are not to be designated as eligible for ESEA Title I services, then use column 12, or 13, as appropriate.

Col. 12. ELIGIBLE AREA BUT INELIGIBLE SCHOOL

Column 12 is for those areas/schools eligible for Title I services under the low income percentage, or other criteria, but which are not receiving Title I services because they have been preempted by some optional criteria. Eligible nonpublic school children in these areas would still receive ESEA Title I services. Indicate these with a check ( ) in Col. 12.

Col. 13. INELIGIBLE AREA AND SCHOOL

Indicate with a check ( ) in Col. 13, those areas in which no ESEA Title I services are to be provided to either public nor nonpublic school children.

Col. 14 ELIGIBLE TRANSFER STUDENTS

If it is anticipated that students who will continue to reside in eligible areas, and who are educationally deprived, will be transferred to this ineligible school and will bring their Title I eligibility with them AND they will be served, place a check ( ) mark in this column.

NOTE: If this column (Col. 14) has been checked, this school will have two (2) check marks across ALL columns. The other check mark MUST appear in either Col. 12 or Col. 13. If this option is used, a clear and acceptable justification must be included in the narrative.

Page 6 - Item 23.B

NOTE: One comprehensive program which uses all available funding sources covering a twelve-month period including the summer portion, should be submitted.

In this section, the district is asked to indicate all students who are eligible for remediation, and who must be served, in keeping with the Regents' Requirement on Remediation (Cols. 9-13). The district should also indicate the resources being brought to bear to meet the requirements for remediation (Cols. 3-8). The district's remediation program is to be one comprehensive effort, regardless of what sources pay for the various elements.

If a program will be conducted in the summer of 1980 this, and certain pages to follow, must be duplicated and one version submitted for the regular and one for the summer program. Indicate by entering the code in the box provided.

Col. 1. All schools listed on page 5 are to be listed here in exactly the same order as on page 5.

Col. 2. Use the school building code from the attached list.

Cols. 3-8 Place a check mark ( ) in each column that applies. If Col. 8, "Other" is checked, explanation of the source of these funds is to be provided in the project narrative, Section II, of this application. Such "other" funds would include ESEA Title II, IV-C, VI, N.Y.S. Chapt. 720, etc.

Cols. 9-13 Enter an unduplicated count of eligible students. Students who do not achieve the Statewide reference point on the State mandated tests are eligible. Students who score below the 35th NCE on any approved standardized test are also eligible. In the first instance the Statewide tests will be used to determine eligibility in the grades where they are given. In addition, an approved standardized test will be given and the scores used in all grades to determine eligibility. Students might qualify on either or both tests. All eligible students will be served.

Page 7 - Item 24

Participants must reside in eligible ESEA Title I areas, and be educationally deprived using the same criteria as used in the public schools. NOTE: The total of Cols. 5-9 is the same as the number indicated in Col. 4.

Page 8 - Item 25

Self-explanatory

Page 9 - Item 26.A.

Needs Assesment and Services

This page calls for district summary data of needs assessment, student identification and students to be served. For each of the seven priority areas, enter information on each of the eight lines by the indicated grade groupings.

It is assumed that the latest available test data can serve as an adequate basis for projecting the number of students to be served. Therefore, report the actual numbers of students who fell below the criteria in the grade at which the test was administered. For example, if 32 third grade students did not achieve the Statewide Reference Point this year, the assumption is, that it is likely that approximately 32 students will not achieve that reference point next year. This is why the district should report actual numbers.

SUBJECT AREA BLOCKS

STATEWIDE TEST ELIGIBILITY

Line 1. (Grades 1-3, 4-6, 7-8)
For the grades in which the Statewide tests are given, enter the number of students who did not achieve the Statewide Reference Points on the appropriate PEP or PRCT tests as of the most recent administration.
(Grades 9-12)
Enter the number of students who have taken the RCT or BCT tests and have not as yet achieved the minimum competency level.

APPROVED STANDARDIZED TEST ELIGIBILITY

Line 2. Enter the code from the following list for no more than one test instrument used for identification of students.

NOTE: These same codes will be used in Subsection D. of Section II of the narrative which deals with evaluation.

NORM-REFERENCED TEST CODE LIST

Code	Publication (Edition) Year	Test
01.1	1977	California Achievement Test (CAT)
01.2	1970	California Achievement Test (CAT)
*42.1	1978	Circus
60.1	1978	Cognitive Abilities Test
02.1	1975	Comprehensive Test of Basic Skills (CTBS)
09.1	1978	Gates-MacGinite (Gates)
*41.1	1972	Iowa Silent Reading Test
03.1	1978	Iowa Test of Basic Skills (ITBS)
03.2	1971	Iowa Test of Basic Skills (ITBS)
28.1	1974	Iowa Test of Educational Development (ITED)
04.1	1978	Metropolitan Achievement Survey Test (Metro)
04.2	1970	Metropolitan Achievement Test (MAT)
34.1	1976	Metropolitan Readiness Test (MRT)
34.2	1970	Metropolitan Readiness Test (MRT)
61.1	1976	Nelson Reading Skills Test
06.2	1971	Science Research Associates (SRA)
*06.1	1978	SRA Achievement Tests
05.1	1978	Sequential Test of Educational Progress (STEP III)
05.2	1971	Sequential Test of Educational Progress (STEP)
08.1	1973	Stanford Achievement Test (SAT)
20.1	1976	Stanford Diagnostic Mathematics Test (SDRT)
07.1	1976	Stanford Diagnostic Reading Test (SDRT)
35.1	1970	Stanford Early School Achievement Test (SESAT)
24.1	1973	Stanford Test of Academic Skills (TASK)
*62.1	1976	STS Educational Development Series
23.2	1972	Test of Academic Progress (TAP)
23.1	1978	Test of Achievement and Proficiency (TAP)
15.1	1975	Tests of Basic Experiences (TOBE)
63.1	1977	Woodcock-Johnson Psycho-Educational Battery

*Presently being reviewed for acceptability for future use in the evaluation of categorically aided programs.

Additional Tests Used for Selection Only

01.6 Other standardized test (Enter name on table in subsection D. of Section I in the narrative.)

02.6 A systematic, formalized, uniformly administered district-wide screening device. (Described in subsection D. of Section I in the narrative.)

CRITERION-REFERENCED TEST CODE LIST*

Code	Test	Publisher
1265	Basic Arithmetic Skills Evaluation (BASE)	Imperial International Learning Learning Corporation
1126	Criterion Reading	Random House
1137	Croft Inservice Reading	Bumper McGuire
1276	Diagnostic Mathematics Inventory (DMI)	CTB/McGraw Hill
1268	EPIC Criterion-Referenced Test of Basic Computational Skills	Multi-media Associates
1145	EPIC Criterion-Referenced Test of Basic Reading Skills	Multi-Media Associates
1255	Fountain Valley Mathematics	Zweig Associates
1124	Fountain Valley Reading	Zweig Associates
1144	High Intensity Learning System (HILS) Reading	Random House
1267	High Intensity Learning System (HILS) Mathematics	Random House
1258	Individualized Criterion-Referenced Test Mathematics (ICRT)	Educational Development Corporation
1128	Individualized Criterion-Referenced Test (ICRT) Reading	Educational Development Corporation
1263	Individual Pupil Monitoring System (IPMS) Mathematics	Houghton Mifflin
1142	Individual Pupil Monitoring System (IPMS) Reading	Houghton Mifflin
1257	Instructional Objectives Exchange (IOX) Mathematics	UCLA
1129	Instructional Objectives Exchange (IOX) Reading	UCLA
1254	Key Math Diagnostic Arithmetic Test	American Guidance
1172	Metropolitan Instructional Test in Language	Psychological Corporation
1281	Metropolitan Instructional Test in Mathematics	Psychological Corporation
1171	Metropolitan Instructional Test in Reading	Psychological Corporation
1122	Prescriptive Reading Inventory (PRI)	CTB/McGraw Hill
1231	School Curriculum Objective Referenced Evaluation - Mathematics (SCORE)	Westinghouse
1131	School Curriculum Objective Referenced Evaluation - Reading (SCORE)	Westinghouse
1141	Skills Monitoring System-Reading (SMS)	Harcourt, Brace, Jovanovich
1135	SOBAR Reading Mastery (System For Objective Based Assessment of Reading)	Science Research
1251	SRA Diagnosis Mathematics (PROBE)	Science Research Associates
1121	SRA Diagnosis Reading (PROBE)	Science Research Associates
1280	SRA Mathematics Mastery	Science Research Associates
1275	Stanford Diagnostic Mathematics Test (SDMT)	Psychological Corporation
1134	Stanford Diagnostic Reading Test (SDRT)	Psychological Corporation
1127	SWRL Beginning Reading	Ginn & Company
1266	The Wisconsin Design for Math Skills Development	Interpretive Scoring System
1132	The Wisconsin Design for Reading Skills Development	Interpretive Scoring System

*Presently being revised for acceptability for future use in the evaluation of categorically aided programs.

SUPPLEMENTAL TEST CODE LIST FOR BILINGUAL/ESL*

Code	Test
01.9	California Achievement Test (1970 Spanish edition)
12.1	Boehm Test of Basic Concepts (English language)
12.9	Boehm Test of Basic Concepts (Spanish language)
15.9	Test of Basic Experiences (TOBE) (Spanish edition)
18.1	Language Assessment Battery (LAB) (English language)
18.9	Language Assessment Battery (LAB) (Spanish language)
35.9	Stanford Early School Achievement Test (SESAT) (Spanish edition)
81.1	Comprehension of Oral Language - Interamericana
81.9	Comprension del Linguaje Oral - Interamericana
82.1	Tests of Reading - Interamericana
82.9	Preuebas de Lectura - Intermaericana
83.1	Basic Inventory of Natural Language (BINL) (English language)
83.9	Basic Inventory of Natural Language (BINL) (Spanish language)
83.8	Basic Inventory of Natural Language (BINL) (Other language)
84.1	Comprehensive English Language Test (CELT)
85.1	Oral Language Proficiency Scale
88.1	Criterion-Referenced English Syntax Test (CREST) (Used as a Norm-Referenced Test)
1869	SOBER - Espanol (System for Objective Based Evaluation of Reading - SRA)
1841	Comprehensive English Langauge Test (CELT)
1881	Criterion-Referenced English Syntax Test (CREST) (used as a criterion-referenced or diagnostic test)
1879	Leamus (Spanish only)

*Presently being reviewed for acceptability for future use in the evaluation of categorically aided programs.

Line 3. Enter Code 01 in all cases. Every eligible student must be at or below the 35th NCE on a standardized test to be served.

Line 4 Enter the number of all students who fall below the criterion indicated on Line 3.

Line 5. Enter the number of "Maintenance Eligibility" students. These are those students who were identified in previous years, who are no longer eligible according to the criteria in Lines 1 and 3, and have not yet achieved grade level or the 50th Normal Curve Equivalent (NCE). These students should receive a level of service which is designed to maintain their gains.

Line 6. Enter the unduplicated count of students identified on Lines 1, 4 and 5. This is the number of students who must be served either with ESEA Title I/PSEN or other sources of funds.

Line 7. Enter the number of those students enumerated on Line 6 who attend eligible schools.

Line 8. Enter the number of those students enumerated on Line 6 who attend schools that are not eligible for ESEA Title I funding.

Page 10 - Item 26.B.

Nonpublic Schools

Follow the same basic procedure outlined for page 8 for the students who reside in ESEA Title I designated school attendance areas, but who attend non-public schools.

NOTE: Line 8 is blacked out since NO PSEN funds may be spent on nonpublic schools.

Page 11 - Item 26.C.

Jails and Institutions

Follow the same procedure as used for page 10 for the students in jails and institutions.

Page 12 - Item 21. A.

Project Staff in Public Schools

NOTE: To insure integration of, and coordination among the instructional staff, project staff are to be appointed on the same basis, subject to the same terms and conditions of employment, as staff paid from other funds.

Project Term: Enter the appropriate code in box.

If there are to be both regular school year and summer activities, duplicate the form. Submit one page 12 for "regular" and one page 12 for "summer activities:"

Funding Categories

While this application form is submitted to secure two forms of categorical aid (ESEA Title I and PSEN), it is designed to serve as a comprehensive planning document showing all applicable resources brought to bear to meet the Regents' Remediation Requirement. An application will not be approved unless it reflects comprehensive planning. Nonetheless, each funding source requires its own audit trial. Therefore, the applicant must make clear what staff are to be paid from each source.

That portion of the Staff charged to ESEA Title I may only function in ESEA Title I approved activities in ESEA Title I designated schools serving children from ESEA Title I designated attendance areas or in jails and institutions.

That portion of staff charged to PSEN may function only in public school buildings, which may either be ESEA Title I buildings or non-ESEA Title I buildings. Educationally deprived students, in the aggregate, in ESEA Title I

eligible school attendance areas or attending eligible schools, must receive the same level of non-Federal compensatory education funds that would have been made available in the absence of ESEA Title I.

Locally funded Educational Opportunity Program positions are those which provide service to educationally deprived students above and beyond those basic services available to all students. While locally funded positions do not have to meet all the Title I tests for funding, they must represent an excess cost met from local funds. Local funds are tax levy money, General State Aid, and grants from private sources.

The columns headed "Other Categorically Funded" must be used to indicate remedial and bilingual education staff funded from other State and Federal sources, such as ESEA Title II, IV, VI, VII, State Chapter 720, etc.

Numbers of Individuals Employed

Enter the total number of different individuals to be assigned payroll numbers in each category for each funding source. Any staff which does not fit in a specific category should be listed under Other, e.g., secretaries, clerks, etc. Use only whole numbers. This is not the sum of the F.T.E.'s but a count of actual persons.

F.T.E. Columns

A FULL-TIME EQUIVALENT EQUALS ONE PERSON HIRED ON A FULL-TIME BASIS FOR THE REGULAR SCHOOL YEAR. A person hired on full-time basis for a portion of a school year should be counted as that decimal fraction of a full-time equivalent. All other personnel should be apportioned accordingly; e.g., a person hired on a full-time basis for one-half of the school year should be counted as .50 FTE. A person hired on a half-time basis for one-half of a school year should be counted as .25 FTE. EXAMPLE: A teacher hired to teach both reading and mathematics in Grades 1-6 and who spends half-time in each subject, should be counted as one (1) in the Individuals Employed column for each subject area and .50 in the appropriate FTE space for each subject area. Round off the figure to two decimal places.

Pages 13-15 - Items 27.B - 27.D.

Follow the same procedures as for Page 12, Item 27.A.

Pages 16-17 - Items 28-29

Project Staff in Nonpublic Schools, Jails and Institutions

Follow the same procedures as for Page 12, Item 27. A.

NOTE: All staff on this page are charged to ESEA Title I.

Page 18 - Item 30.

Self-explanatory.

Page 18 - Item 31.

Self-explanatory.

12

Page 19 - Item 32.

Only the educational deprivation needs, as determined by the testing procedure specified on pages 9, 10, and 11 of the form, can be met from ESEA I/PSEN funds. Needs relating to Handicapped conditions must be met from other funds.

Page 19 - Item 33

Enter an unduplicated count of those students of Limited English Proficiency identified as eligible for bilingual reading, bilingual writing, or bilingual mathematics and/or ESL on pages 9, 10, and 11.

Page 19 - Item 34

Self-explanatory.

Pages 20-26 - Items 35. A. - 35. G.

NOTE: Locally funded remediation efforts must represent excess cost. See Guidelines section of this booklet Item VI, Budget, page 8.

District Priority Area Estimated Program Budgets

NOTE: EXPRESS FIGURES TO NEAREST WHOLE DOLLAR. DO NOT USE DECIMALS. AMOUNTS MUST AGREE WITH THOSE PRESENTED ON THE PROJECTED BUDGET FORMS.

There is a section for each priority area. Use only categories provided. Do not add or alter any categories.

Enter the appropriate code in the box for regular school year or summer term. If there are to be both regular school year and summer activities, duplicate the forms. Submit one page for regular and one page for summer.

Line 01 - Administrators

Those administrators who have as their primary duties the direct supervision of classroom instruction under the remediation program may be included on this line. These positions are to be described on Form FAS-10 Supervisory Position Description if they are funded wholly or in part from ESEA I. Those positions, full or part-time, which exist only because of the program can be included. If a position would exist without the program, it cannot be funded.

Line 02 - Teachers

Those teachers who provide direct instruction to eligible students in one of the seven priority areas of the remediation program are to be charged to the appropriate funding source.

Line 03 - Pupil Personnel Services

Pupil personnel services may be charged to the ESEA I/PSEN programs only if the service is clearly in addition to that provided to all students, is limited to

eligible students and directly aids the participating students to achieve the objectives or the remediation program.

Line 04 - Other professional staff

Such staff must be justified in terms of their support of the objectives of the remediation program.

Line 05 - Teaching Assistants

Only those teaching assistants, as defined in Commissioner's Regulations, Part 80.33 who provide direct instruction to eligible students in the remediation program areas at a project site, under the direct supervision of a licensed or certified teacher, should be charged to the appropriate funding source. They must hold the appropriate license or certificate.

Line 06 - Teacher Aide

Only those teacher aides, as defined in Commissioner's Regulations, Part 80.33 who assist, and are directly supervised by, teachers in nonteaching duties in support of instruction to eligible students in one of the remediation program areas may be charged to the appropriate funding source.

Line 07 - Other Noninstructional

Clerical personnel who directly support instructional activities funded through ESEA I/PSEN and whose efforts are absolutely necessary to one of the priority areas may be included on this line. Only those positions which exist because of the ESEA I/PSEN program may be included. Others should be charged to the other appropriate fundings sources.

Line 08 - Fringe Benefits

Enter the costs of fringe benefits using the rate applicable to the particular funding sources. Fringe benefit rates for ESEA Title I personnel are reimbursable at the actual rate up to the maximum rate set by the Division of Educational Finance. For PSEN a district may either use 32% or provide an itemized list of each individual employed with each benefit to which that person is entitled.

Line 09 - Equipment

Purchase of equipment with ESEA Title I/PSEN funds will be approved only in those cases where the equipment is necessary for the implementation of an approved plan and is justified in the narrative.

Line 10 - Contractual and Other Expenses

Justify the projected expenditures in the narrative. Consultant, evaluation, computer and other services might be contracted.

Line 11 - Supplies and Materials

Enter the project cost of those materials necessary for the implementation of the ESEA I/PSEN compensatory education program. NOTE: Check Guidelines, Item VI. Budget, page 8.

Line 12 - Staff Travel

Only such travel as is clearly necessary for the implementation of the planned activities will be approved. FA-60 must be submitted to justify any travel costs to be charged to ESEA Title I.

Line 13 - Tuition

There are limited circumstances under which an out-of-district program is allowable for target children. Please call your program office before making specific commitments

Line 14 - Textbooks

Texts to be purchased to implement the specific objectives of the remedial program are to be charged on this line to the appropriate funding source.

Line 15 - BOCES Services

This line is to be used for expenditures for approved BOCES services related to program objectives for which the district does not receive BOCES Aid. If BOCES services are to be purchased with ESEA Title I/PSEN money, the narrative must include a clear justification and description.

Line 16 - INSERVICE TRAINING - All Professionals

Enter the cost of inservice provided to professionals to help meet the objectives of this priority area of the program. Include both the cost of training, delivered to professionals only and their share of the costs of joint training with the paraprofessionals they supervise.

Line 17 - INSERVICE TRAINING - Paraprofessionals

Enter the cost of inservice provided to teaching assistants, and teacher aides, which is designed to meet the objectives of this priority area. Include both the cost of training delivered to paraprofessionals only and their share of the costs of joint training with their supervisory professional.

Line 18 - Total

Self-explanatory.

Page 27 - Item 35.H.

District Summary Estimated Program Budget

Enter the totals for Lines 01 through 17 from Items 35.A. - 35.G. (pages 20-26) on Lines 01-17 of this page. Then enter the costs as indicated on lines 18-20 of this page only. Tabulate Total for this page only, and enter on line 21. Be sure that the PSEN and ESEA I columns agree with the figures entered on the SA-147 and FA-10 and with item 7 on page 2 and item 20 on page 4 of this form.

Pages 28-31

Complete the narrative following the outline provided. Attach to the completed data pages.